

Waterloo Elementary

10457 Hwy. 221 South
Waterloo, S.C. 29384

Grades	PK-5 Elementary School	
Enrollment	299 Students	
Principal	Sherry E. Abrams	864-677-4670
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Charlie Short	(864) 681-3664

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	57	24	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Below Average	Yes

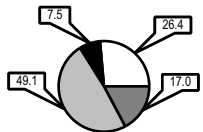
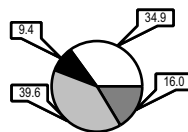
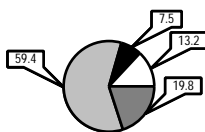
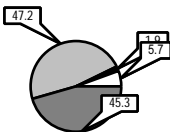
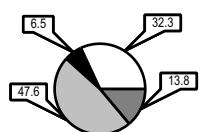
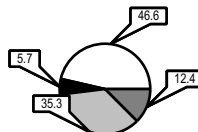
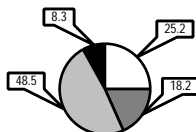
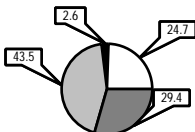
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	118	100.0	5.7	47.2	45.3	1.9	59.4	Yes	Yes
Gender									
Male	60	100.0	7.5	45.3	45.3	1.9	56.6		
Female	58	100.0	3.8	49.1	45.3	1.9	62.3		
Racial/Ethnic Group									
White	91	100.0	7.3	42.7	47.6	2.4	59.8	Yes	Yes
African American	23	100.0	0.0	59.1	40.9	0.0	63.6	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	103	100.0	4.4	48.4	45.1	2.2	59.3		
Disabled	15	100.0	13.3	40.0	46.7	0.0	60.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	5.7	47.2	45.3	1.9	59.4		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	114	100.0	5.8	46.2	46.2	1.9	60.6		
Socio-Economic Status									
Subsidized meals	81	100.0	7.0	53.5	39.4	0.0	50.7	Yes	Yes
Full-pay meals	37	100.0	2.9	34.3	57.1	5.7	77.1		

Mathematics – State Performance Objective = 36.7%									
All Students	118	100.0	13.2	59.4	19.8	7.5	45.3	Yes	Yes
Gender									
Male	60	100.0	11.3	56.6	22.6	9.4	50.9		
Female	58	100.0	15.1	62.3	17.0	5.7	39.6		
Racial/Ethnic Group									
White	91	100.0	14.6	53.7	23.2	8.5	50.0	Yes	Yes
African American	23	100.0	9.1	77.3	9.1	4.5	31.8	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	103	100.0	8.8	63.7	18.7	8.8	46.2		
Disabled	15	100.0	40.0	33.3	26.7	0.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	13.2	59.4	19.8	7.5	45.3		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	114	100.0	13.5	58.7	20.2	7.7	46.2		
Socio-Economic Status									
Subsidized meals	81	100.0	18.3	62.0	15.5	4.2	38.0	Yes	Yes
Full-pay meals	37	100.0	2.9	54.3	28.6	14.3	60.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	118	100.0	34.9	39.6	16.0	9.4	25.5
Gender							
Male	60	100.0	32.1	35.8	22.6	9.4	32.1
Female	58	100.0	37.7	43.4	9.4	9.4	18.9
Racial/Ethnic Group							
White	91	100.0	28.0	43.9	17.1	11.0	28.0
African American	23	100.0	59.1	22.7	13.6	4.5	18.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	103	100.0	31.9	42.9	14.3	11.0	25.3
Disabled	15	100.0	53.3	20.0	26.7	0.0	26.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	34.9	39.6	16.0	9.4	25.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	114	100.0	34.6	39.4	16.3	9.6	26.0
Socio-Economic Status							
Subsidized meals	81	100.0	39.4	40.8	15.5	4.2	19.7
Full-pay meals	37	100.0	25.7	37.1	17.1	20.0	37.1

Social Studies							
All Students	118	100.0	26.4	49.1	17.0	7.5	24.5
Gender							
Male	60	100.0	20.8	52.8	17.0	9.4	26.4
Female	58	100.0	32.1	45.3	17.0	5.7	22.6
Racial/Ethnic Group							
White	91	100.0	26.8	46.3	19.5	7.3	26.8
African American	23	100.0	27.3	54.5	9.1	9.1	18.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	103	100.0	26.4	47.3	19.8	6.6	26.4
Disabled	15	100.0	26.7	60.0	0.0	13.3	13.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	26.4	49.1	17.0	7.5	24.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	114	100.0	26.9	48.1	17.3	7.7	25.0
Socio-Economic Status							
Subsidized meals	81	100.0	28.2	50.7	19.7	1.4	21.1
Full-pay meals	37	100.0	22.9	45.7	11.4	20.0	31.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	29	96.6	7.4	11.1	74.1	7.4	81.5
	4	46	100.0	14.3	47.6	38.1	N/A	38.1
	5	35	100.0	8.6	60.0	31.4	N/A	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	10.3	38.5	46.2	5.1	51.3
	4	28	100.0	0.0	56.0	44.0	0.0	44.0
	5	47	100.0	4.8	50.0	45.2	0.0	45.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	29	100.0	14.3	53.6	28.6	3.6	32.1
	4	46	100.0	26.2	57.1	14.3	2.4	16.7
	5	35	100.0	8.6	60.0	25.7	5.7	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	10.3	69.2	15.4	5.1	20.5
	4	28	100.0	12.0	56.0	28.0	4.0	32.0
	5	47	100.0	16.7	52.4	19.0	11.9	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	100.0	33.3	43.6	20.5	2.6	23.1
	4	28	100.0	20.0	44.0	24.0	12.0	36.0
	5	47	100.0	45.2	33.3	7.1	14.3	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	100.0	10.3	59.0	17.9	12.8	30.8
	4	28	100.0	20.0	56.0	20.0	4.0	24.0
	5	47	100.0	45.2	35.7	14.3	4.8	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 299)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.6%	Up from 5.9%	3.6%	3.0%
Attendance rate	95.5%	Down from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.8%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.9%	3.5%	3.2%
Eligible for gifted and talented	4.0%	Up from 1.8%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 5.6%	9.0%	8.2%
Older than usual for grade	1.7%	Up from 1.1%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	22.2%	Down from 43.8%	50.0%	52.6%
Continuing contract teachers	72.2%	Down from 93.8%	84.8%	83.3%
Highly qualified teachers	100.0%	No change	94.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	75.6%	N/A	86.2%	87.0%
Teacher attendance rate	95.3%	Up from 94.9%	94.8%	95.0%
Average teacher salary	\$35,573	Down 5.8%	\$41,257	\$41,703
Prof. development days/teacher	13.2 days	Up from 12.8 days	13.4 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	No change	18.5 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 90.1%	89.4%	89.8%
Dollars spent per pupil*	\$5,281	Down 5.2%	\$6,315	\$6,242
Percent of expenditures for teacher salaries*	58.3%	Up from 57.3%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	92.9%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waterloo Elementary has completed our fourth year, and we have evolved into the soul of our community. We are not only seen as a place passionate about education, but also as a safe place of compassion and hope for our students and community. In a school with a high rate of free/reduced lunches, it remains our goal to help our students have a desire to dream of their potential and to give them the necessary tools to help these dreams come true socially, academically, and economically. No where is this more evident than in the fact that in two of the four years of Waterloo's existence we have been recognized by the Education Oversight Committee as a school "closing the gap" between our different ethnic groups as well as among our socio-economic groups.

We are constantly striving to make our school a community of learners, not only among our students but also among our teachers. Waterloo is participating in the South Carolina Reading Initiative for the next four years. This initiative continues to educate our literacy coach on the best practices of teaching reading and developing the teaching skills of our faculty. We have initiated after-school book clubs to ensure that we remain a learning faculty that stays abreast of all the latest ideas and best practices. This teacher "learning" is essential if all students are going to reach their potential.

The Measures of Academic Progress (MAP) assessment, given three times a year, has made goal setting, frequent student/teacher and student/teacher/parent conferences, and teamwork an important part of the curriculum. This process has given our students a sense of ownership and responsibility for their academic progress.

Waterloo's PTO continues to be our strongest supporter with their fund raising efforts to provide our students with all the materials necessary for a successful school experience. Other agencies partner with PTO to provide activities for our community.

Waterloo Elementary participates in more than ten student/teacher/community service programs to help our students mature in all aspects of their development. In addition to our continuing programs such as D.A.R.E., after-school tutoring at Waterloo United Methodist Church, and March of Dimes; we initiated three new programs this year. The "Just Boys Club" provides male mentors for at risk boys. The Fifth Grade Waterloo Workers allows our oldest students to participate in and to be seen in leadership roles. Relay for Life provides monetary support to the American Cancer Society.

Waterloo Elementary is "a work in progress" and will continue to be as the faculty, students, and community strive to develop life long learners who are respectful and productive citizens in our world.

Sherry E. Abrams, Principal
Steve Richitelli, Chairman SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	40	36
Percent satisfied with learning environment	100.0%	90.0%	88.6%
Percent satisfied with social and physical environment	100.0%	90.0%	94.4%
Percent satisfied with school-home relations	89.5%	95.0%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.